

## Cherokee Trail Elementary

6219 Hwy. 184 East  
Donalds, South Carolina 29638

<b>Grades</b>	PK-7 Elementary School	
<b>Enrollment</b>	435 Students	
<b>Principal</b>	Chester R. King	864-379-8500
<b>Superintendent</b>	Dr. Ivan Randolph, Ph.D.	864-366-5427
<b>Board Chair</b>	Dr. Allen Kolb	864-366-9094

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	30	63	3	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Good	Yes
<b>2006</b>	Good	Below Average	Yes

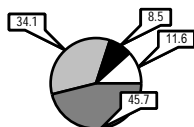
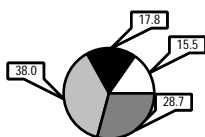
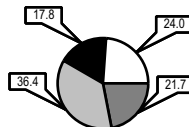
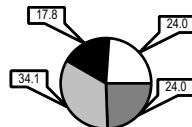
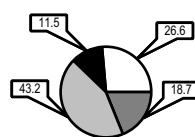
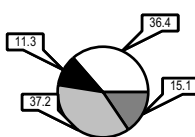
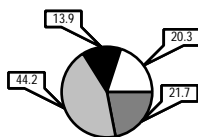
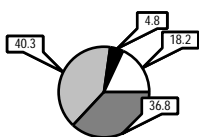
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	233	100.0	16.8	37.7	36.8	8.6	58.2	Yes	Yes
<b>Gender</b>									
Male	136	100.0	19.5	36.7	36.7	7.0	55.5	N/A	N/A
Female	97	100.0	13.0	39.1	37.0	10.9	62.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	173	100.0	13.4	36.0	41.5	9.1	62.2	Yes	Yes
African American	53	100.0	30.0	40.0	24.0	6.0	42.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	180	100.0	8.7	37.0	43.9	10.4	69.9	N/A	N/A
Disabled	53	100.0	46.8	40.4	10.6	2.1	14.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	16.8	37.7	36.8	8.6	58.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	10.0	20.0	60.0	10.0	90.0	I/S	I/S
Non-Limited English Proficient	223	100.0	17.1	38.6	35.7	8.6	56.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	146	100.0	21.5	38.5	33.3	6.7	51.9	Yes	Yes
Full-pay meals	87	100.0	9.4	36.5	42.4	11.8	68.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	233	100.0	13.2	35.5	29.5	21.8	61.8	Yes	Yes
<b>Gender</b>									
Male	136	100.0	14.1	31.3	26.6	28.1	65.6	N/A	N/A
Female	97	100.0	12.0	41.3	33.7	13.0	56.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	173	100.0	9.1	31.1	32.3	27.4	68.9	Yes	Yes
African American	53	100.0	26.0	50.0	20.0	4.0	40.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	180	100.0	4.6	35.8	33.5	26.0	72.3	N/A	N/A
Disabled	53	100.0	44.7	34.0	14.9	6.4	23.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	13.2	35.5	29.5	21.8	61.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	0.0	30.0	30.0	40.0	80.0	I/S	I/S
Non-Limited English Proficient	223	100.0	13.8	35.7	29.5	21.0	61.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	146	100.0	17.8	42.2	25.2	14.8	52.6	Yes	Yes
Full-pay meals	87	100.0	5.9	24.7	36.5	32.9	76.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	233	100.0	25.0	33.2	21.4	20.5	41.8
<b>Gender</b>							
Male	136	100.0	21.9	32.0	21.9	24.2	46.1
Female	97	100.0	29.3	34.8	20.7	15.2	35.9
<b>Racial/Ethnic Group</b>							
White	173	100.0	17.7	31.7	23.2	27.4	50.6
African American	53	100.0	52.0	32.0	16.0	0.0	16.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	180	100.0	15.0	34.7	26.0	24.3	50.3
Disabled	53	100.0	61.7	27.7	4.3	6.4	10.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	25.0	33.2	21.4	20.5	41.8
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	0.0	50.0	40.0	10.0	50.0
Non-Limited English Proficient	223	100.0	26.2	32.4	20.5	21.0	41.4
<b>Socio-Economic Status</b>							
Subsidized meals	146	100.0	32.6	33.3	19.3	14.8	34.1
Full-pay meals	87	100.0	12.9	32.9	24.7	29.4	54.1

<b>Social Studies</b>							
All Students	233	100.0	27.7	35.9	20.0	16.4	36.4
<b>Gender</b>							
Male	136	100.0	21.9	35.2	23.4	19.5	43.0
Female	97	100.0	35.9	37.0	15.2	12.0	27.2
<b>Racial/Ethnic Group</b>							
White	173	100.0	23.2	33.5	23.2	20.1	43.3
African American	53	100.0	46.0	40.0	8.0	6.0	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	180	100.0	19.7	38.2	22.5	19.7	42.2
Disabled	53	100.0	57.4	27.7	10.6	4.3	14.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	27.7	35.9	20.0	16.4	36.4
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	0.0	40.0	60.0	0.0	60.0
Non-Limited English Proficient	223	100.0	29.0	35.7	18.1	17.1	35.2
<b>Socio-Economic Status</b>							
Subsidized meals	146	100.0	34.8	35.6	19.3	10.4	29.6
Full-pay meals	87	100.0	16.5	36.5	21.2	25.9	47.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	45	100.0	4.7	30.2	53.5	11.6	65.1
	4	34	100.0	10.0	46.7	40.0	3.3	43.3
	5	56	100.0	19.6	52.9	27.5	0.0	27.5
	6	46	100.0	26.2	47.6	16.7	9.5	26.2
	7	43	100.0	14.3	52.4	26.2	7.1	33.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	12.0	30.0	42.0	16.0	58.0
	4	49	100.0	6.8	36.4	50.0	6.8	56.8
	5	36	100.0	17.1	37.1	45.7	0.0	45.7
	6	50	100.0	27.1	37.5	22.9	12.5	35.4
	7	46	100.0	20.9	48.8	25.6	4.7	30.2
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	45	100.0	11.6	39.5	41.9	7.0	48.8
	4	34	100.0	3.3	53.3	33.3	10.0	43.3
	5	56	100.0	19.6	49.0	19.6	11.8	31.4
	6	46	100.0	4.8	35.7	33.3	26.2	59.5
	7	43	100.0	9.5	40.5	21.4	28.6	50.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	18.0	32.0	30.0	20.0	50.0
	4	49	100.0	9.1	31.8	36.4	22.7	59.1
	5	36	100.0	20.0	54.3	17.1	8.6	25.7
	6	50	100.0	12.5	39.6	25.0	22.9	47.9
	7	46	100.0	7.0	23.3	37.2	32.6	69.8
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	45	100.0	25.6	32.6	30.2	11.6	41.9
	4	34	100.0	16.7	50.0	20.0	13.3	33.3
	5	56	100.0	23.5	31.4	15.7	29.4	45.1
	6	46	100.0	14.3	31.0	19.0	35.7	54.8
	7	43	100.0	14.3	33.3	28.6	23.8	52.4
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	18.0	48.0	30.0	4.0	34.0
	4	49	100.0	29.5	27.3	18.2	25.0	43.2
	5	36	100.0	25.7	31.4	14.3	28.6	42.9
	6	50	100.0	33.3	29.2	10.4	27.1	37.5
	7	46	100.0	18.6	27.9	32.6	20.9	53.5
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	45	100.0	16.3	46.5	16.3	20.9	37.2
	4	34	100.0	16.7	43.3	33.3	6.7	40.0
	5	56	100.0	29.4	29.4	17.6	23.5	41.2
	6	46	100.0	33.3	47.6	16.7	2.4	19.0
	7	43	100.0	26.2	54.8	11.9	7.1	19.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	52	100.0	18.0	38.0	32.0	12.0	44.0
	4	49	100.0	29.5	34.1	15.9	20.5	36.4
	5	36	100.0	25.7	28.6	22.9	22.9	45.7
	6	50	100.0	31.3	29.2	18.8	20.8	39.6
	7	46	100.0	34.9	48.8	9.3	7.0	16.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 435)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Down from 4.0%	2.7%	2.8%
Attendance rate	96.3%	Down from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.7%	0.0%	0.0%
Eligible for gifted and talented	13.6%	Down from 16.0%	11.2%	10.4%
On academic plans	34.4%	N/AV	36.1%	33.6%
On academic probation	31.4%	N/AV	1.3%	1.0%
With disabilities other than speech	12.0%	Down from 15.5%	8.3%	7.5%
Older than usual for grade	1.2%	Down from 1.8%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	60.0%	Up from 55.2%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.1%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	3.6%	No change	0.0%	0.0%
Teachers returning from previous year	95.2%	Up from 91.3%	88.1%	87.3%
Teacher attendance rate	95.9%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$46,324	Up 9.4%	\$42,505	\$42,485
Prof. development days/teacher	7.9 days	Down from 13.0 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.5 to 1	18.3 to 1	18.6 to 1
Prime instructional time	91.4%	Down from 92.4%	89.6%	89.7%
Dollars spent per pupil*	\$6,025	Up 11.7%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	75.6%	Up from 69.0%	63.4%	64.0%
Percent of expenditures for instruction*	79.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a successful year at Cherokee Trail Elementary. We are striving to provide all our students with a quality education that will allow them to succeed in life. The faculty and staff at CTES values and appreciates your continued support. Listed are some of the highlights for the 2005-2006 school year:

Elaine Richey was selected Teacher of the Year for 2006-2007. She will be competing for the district honor at the beginning of the school year.

Katrina Collins received National Board Teacher Certification.

Joyce Cunningham, Robin Ashley, Becky Hall, Gail Hawthorne, and Angie Ferguson received EIA Teacher Grants totaling \$12,000.

Gail Johnson was a weekly Golden Apple Award winner.

Two students were school winners and one student was the regional winner in the MESA Science Challenge.

Four students were County Soil and Water Conservation Essay winners.

Four students received Superior (highest possible score) at the Band Solo and Ensemble at Aiken High School.

One student was recognized with the John W. Harris Leadership Award from the Junior Beta Club.

One student earned a \$300 savings bond from Champions of the Environment—"Earth Day Every Day".

Our school was awarded a SIG grant from the State Department of Education to improve behavior and reading.

Software packages for the school computer system were upgraded.

CTES received an absolute rating of "Good" on both the Elementary and Middle School State Report Cards.

CTES received an improvement rating of "Good" on both the Elementary and Middle School State Report Cards.

CTES received the "Palmetto Silver Award" for 2005-2006 for our PACT scores.

Over \$9,000 in new book purchases were made to update our library collection.

PTO funded student rewards and teacher awards, and purchased playground equipment.

Chester King, Principal

Terri Stone, School improvement Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	31	29
Percent satisfied with learning environment	100.0%	90.3%	72.4%
Percent satisfied with social and physical environment	100.0%	83.9%	69.0%
Percent satisfied with school-home relations	77.4%	93.5%	75.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.